DOCUMENT RESUME

ED 171 816 UD 019 300

AUTHOR Carey, Phillip; And Others
TITLE The Higher Education of Minorities--The Summer of Seventy-Eight. A Creative Response to Minority Higher Education.
INSTITUTION Minnesota Univ., Minneapolis. Office for Minority and Special Student Affairs.
PUB DATE 79
NOTE 40p.; Not available in hard copy due to reproduction quality of the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; College Students; Educational Finance; *Educational Improvement; *Educationally Disadvantaged; *Educational Opportunities; *Educational Programs; *Higher Education; Minority Groups; Program Effectiveness; *Student Needs; Summer Programs

ABSTRACT

The challenges of educating minorities on white campuses is discussed, a statistical profile on minority students in higher education is provided, and the financing of higher education for minority students is assessed in this report. Basic assumptions and objectives of the program are outlined. Specific strategies employed by the program to recruit and retain minorities and to increase its effectiveness in improving the academic success of these minority students are described. Some of the strategies described include the organization [illegible]cademic, financial, social, counseling, and other supportive ser[illegible]to make them more relevant to the needs of individual students. In addition, information concerning courses offered during the program, faculty and staff development and training, student orientation, accomplishment, problems, and results is provided. Conclusions and recommendations are listed. (EB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171816

THE HIGHER EDUCATION OF MINORITIES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Philip Carey
Univ of Minn.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Summer of Seventy-Eight

A Creative Response to Minority Higher Education

Phillip Carey, Ph.D., Coordinator
Office for Minority and Special Student Affairs

Baldave Singh, Ph.D., Director
Research and Program Development
Office for Minority and Special Student Affairs

Shirlee Stone Smith, Assistant Director
Office for Minority and Special Student Affairs

with assistance from:
Luther Darville, Associate Administrator
Office for Minority and Special Student Affairs

Al Mariam, Research Assistant
Office for Minority and Special Student Affairs

UD019300

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Higher Education of Minorities –
Report #1
Published by OMSSA/OSA
University of Minnesota,
Minneapolis, MN

Copyright © Office for Minority and Special Student Affairs and
Phillip Carey, Baldave Singh, Shirlee S. Smith
1979
All rights reserved, used by permission of the authors

Library of Congress Catalog Number: Applied for
ISBN: 0-9502384-0-9 [Paper]
Printed in the United States of America

Library of Congress Cataloging in Publication Data
Main entry under title:
Higher Education of Minorities
Includes Biographical References
1. Minorities – United States
2. Higher Education – Minorities
3. Minorities – Summer Institute
I. Carey, Phillip
II. Singh, Baldave
III. Smith, Shirlee S.
IV. Mariam, Alemayehu
V. Darville, Luther

FOREWORD

"During the past few months I have been asked on several occasions by various faculty and administrators around the campus, "Just what do you expect to accomplish by operating a Summer Institute?" In other words, "what are the mission and the possibilities of your program?" Perhaps this is still a lingering question in the minds of some. But, if they were here today just to see you interact with you, and sense the ecstasy of triumph after the struggle, I am sure all doubts and questions would evaporate . . .

Phillip Carey,
"Parting Reflections,"
August, 1978

The Office of Student Affairs at the University of Minnesota is an equal opportunity educator and employer.

ACKNOWLEDGMENTS

We would like to express our sincere thanks to all those who made the Summer Institute and this report possible. Vice President Frank Wilderson and his central office staff, Dean Thompson and the Summer School staff, the Deans and minority program directors in the General College and the College of Liberal Arts; David Anderson and the Student Housing staff were most helpful. And of course the contributions of Sam Lewis, Orlo Austin, and Le Roy Gardner and the other staff members in the Office of Financial Aid, and Al Link, Associate Vice President for Academic Affairs, were invaluable.

That other individuals and offices around the university have been of great assistance is obvious. We apologize for the specific omissions. We dare not omit, however, the sixty-eight students who made all of our efforts and sacrifices worthwhile. The results obtained were only possible because you trusted us even though we did not have *all* of the answers; nor could we solve all the problems. Not only did you trust, but you performed. You demonstrated to yourselves and to others that our traditional ideas and concepts of the process and access to the higher education of minorities are too narrow and too restrictive. You have shown that there *is* a need for a broader scope, a higher aim. What the successful participants in this Summer Institute are saying is that true education means more than the pursuit of a particular course of study. It means more than occupational preparation. A university education in its truest sense has to do with putting people in touch with themselves and the sensitivities of others.

A favorite writer has defined true education as the harmonious (balanced) development of the physical, the mental, and the spiritual powers of the individual. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come (Ellen White, *Education*, 1909). Furthermore, you have confirmed in our minds, and we hope in the minds of others, that the qualitative nature of a minority student's beginning at the University of Minnesota is perhaps the single most reliable predictor of *how* and *when* he/she will complete his/her educational sojourn. This mission is possible, seize it!

TABLE OF CONTENTS

Foreword iii

Chapter I. Introduction 1

Chapter II. The Challenge of Educating Minorities on White Campuses 3

Chapter III. Minorities in Higher Education – A Statistical Profile 5

Chapter IV. Financial Problems 8

Chapter V. Organizational Response – Assumptions and Limitations 10

Chapter VI. The Summer of Seventy-Eight: A Creative Response to Minority Higher Education 14

Appendix

Table 1 26
Table 2 27
Table 3 28
Table 4 29

References 30

Suggested Readings 31

About the Authors 34

I. INTRODUCTION

The under-representation of Black Americans, Latinos (Puerto Ricans, Chicanos, Mexican Americans) and especially American Indians in higher education has been documented repeatedly. A review of the literature on the experiences of minorities in higher education suggests that most minority students are inadequately socialized and consequently ill-prepared for college long before they enter college. Thus, entering college with low (traditional) academic qualifications usually leads to an extremely high rate of frustration and attrition among the few minorities who were fortunate enough to be recruited. Consequently, most compensatory educational programs in higher education have concentrated almost exclusively on remediating the students' academic skills through counseling, tutoring, and study skills development. Several studies have shown that this simplistic and individualistic approach to what is now believed to be a complex socio-organizational problem has been, for the most part, unsuccessful.[1]

Thus, it may be concluded that any serious attempt to modify the historical patterns of minority under-representation and poor performance especially on the predominantly white college campus is, at best, hazardous. Traditional poverty and deprivation, parent and teacher indifference, racial prejudice and discrimination, and inadequate academic preparation at the elementary and secondary school levels, have all conspired to give the typical Black, Chicano, and Indian youth a negative predisposition toward learning and higher education in general. In addition to these interrelated problematic conditions most minority group members experience before entering college, they are also confronted with a host of traditional institutional requirements that are usually dysfunctional to their perceptions of matriculation at a predominantly white university. It becomes obvious, therefore, that nothing less than a comprehensive scheme that can help these students succeed must be established.

It is not surprising to observe that the average attrition rate for non-whites in the nation is approximately 80%. That is to say, only two out of every ten minority students who begin college complete it in four years. When we realize that most minority students (75%) are now attending predominantly white schools, one must conclude that this is a formula for national tragedy. Serious study and remediation must be given to this potentially explosive situation.

During the summer of 1978 a pilot program to improve the academic success of minority students was conducted at the University of Minnesota by the Office for Minority and Special Student Affairs. This initiative was unique in that the basic assumptions and approach to the problem reflected the following belief system:

1. That minority students were as capable as others academically; the per-

[1] See J.S. Davis, Unpublished Doctoral Dissertation, University of Missouri, 1973.

formance problems which most of them tend to develop was a function of their interaction with individual and group insensitivity, organizational complexity, and lack of financial resources.

2. That the focus of minority educational compensatory efforts should not be the students' inadequacies per se, but also organizational ineffectiveness in educating the students who happen to be different culturally.
3. That the traditional remedial activities must be implemented within the context of other efforts to modify traditional organizational structures that responded inappropriately to the culturally different.
4. That during the orientation sessions emphasis would be placed on the impact academic organizational structuring can have on the individual student's academic performance and that special efforts will be made to psychologically prepare the student to manage or modify the behavior of the organization and/or people with the help of trained staff.

Needless to say, the results of these efforts show a phenomenally high rate of success despite the very short period of time we were actually involved with the students. Pre- and post-test data confirm our assumptions about the relationship between student performance and our ability to modify traditional organizational structures. We were successful in making the system more sensitive and responsive to the unique needs of minority students. In other words, rather than forcing our students through the organizational mold, we modified and restructured the organizational mold to accommodate the student without permanently compromising academic excellence.

Without the dedicated assistance, cooperation, and commitment of a host of beautiful people (students and staff), this pilot program could not succeed. We therefore dedicate this monograph to the students and staff of the Summer Institute of 1978. Power, peace and progress.

II. THE CHALLENGE OF EDUCATING MINORITIES ON WHITE CAMPUSES

"If you can control a man's thinking, you do not have to worry about his action. When you determine what a man shall think, you do not have to concern yourself about what he will do.

If you make a man feel that he is inferior, you do not have to compel him to accept inferior status, for he will seek it himself.

If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told, and if there is no back door, his very nature will demand one."

Carter G. Woodson,
Afro-American Historian

The challenge of educating non-white (minority/disadvantaged) students on the predominantly white campus is a somewhat recent socio-economic phenomena. From Reconstruction (1879's) to the post-World War era (1948) nineteen states established and operated a segregated dual higher educational system. Because of the schools' limited offerings and poor curricula quality, minority students were forced to initiate a number of lawsuits to obtain entrance to the white Southern institutions of higher learning.

While the presence of Blacks and other minorities on white campuses outside of the South was not the result of lawsuits, other de facto barriers operated just as effectively to minimize their presence and eventual success.

As early as 1952 psychologists were convinced that there was a consistent pattern of factors related to the academic success or failure of minorities.[2] Of course, one of the problems involves the lack of a consistent methodological approach to the study of underachievement among minority group members. We now know that in the study of groups, it is essential to know how the group defines the situation (environment) in which they find themselves. Accordingly, the perception of the academic environment was found to be a significant variable in the academic success or failure among college students.[3] Students who have a positive attitude (perception) toward their educational institutions tend to perform much better than those who perceive it negatively.

That Blacks and other minorities tend to feel alienated, strange, lonely, unwanted, and even fearful on the large predominantly white campus has been documented by several well known studies.[4]

---

[2] H.H. Morgan, *Journal of Consulting Psychology*, Volume 16, 1952.

[3] J. Cochran, *Today's Education*, Volume 58, 1959.

[4] C.E. Babbit, "Alienation in Higher Education . . . ," Southwestern Sociological Association Meeting, Dallas, Texas, March, 1974.

A. Pifer, *The Higher Education of Blacks in the U.S.*, South African Institute of Race Relations, August, 1973.

Other salient factors associated with success or failure of minorities in higher education include:

1) The availability of adequate financial assistance
2) Personal and social attitudes toward the minority students
3) The climate of support for minority students
4) The qualitative nature of specific compensatory efforts
5) Inadequate educational preparation
6) Inappropriate self-concept
7) The lack of a coherent (centralized) structure
8) Negative teacher expectations

These findings permit us to conclude that the student's perceptions and expectations of the instrumental value of his/her behavior for effecting needed change in the environment will create a psycho-social state of hopefulness (success) or hopelessness (failure).

In other words, when one comes to believe that there is nothing he/she can do to eliminate a threat or discomfort, he/she will yield to ineffectual responses or passive resistance. The excessive attrition among racial and cultural minorities from the formal educative process suggests that this response is a type of passive resistance. It is however, one of the greatest challenges facing American higher education.

III. MINORITIES IN HIGHER EDUCATION – A STATISTICAL PROFILE

"Only when we realize that Blacks and other minorities have been systematically excluded from effective participation in society by being locked into a self perpetuating pattern of poverty, substandard living conditions, inadequate education, lack of skills and equal protection under the law – all mutually reinforcing one another – then maybe we will begin to understand and extend help . . . to break out of this vicious cycle. This is the essence of the quest for liberation, equity and equality through education."

Phillip Carey, 1976

Perhaps it would prove instructive to put in context the relative nature of the task at hand – improving the status of minorities in higher education. To do so, let us share with you some recent statistics in a selected number of under-represented minority groups developed by the Ford Foundation.

Table I shows a breakdown of the U.S. population by racial identification. This should give us a statistical benchmark for educational progress, success or failure in relation to the rest of the nation.

TABLE I

	1970		1978	
Black Americans	23,550,000	11.5%	25,300,000	11.6%
Mexican Americans	5,000,000	2.4	6,750,000	3.1
Puerto Ricans	1,500,000	0.7	1,950,000	0.9
Native Americans	700,000	0.4	1,100,000	0.5
Sub-Totals	30,750,000	15.0	35,100,000	16.1
All Others	174,250,000	85.0	182,900,000	83.9
Totals	205,000,000	100.0%	218,000,000	100.0%

NOTE: For both 1970 and 1978, these are very rough estimates. Racial and ethnic data, by their very nature, are imprecise. For minority data given above, errors of plus or minus 10 percent are quite possible.

Table II is a summary (estimate) of the State of Minnesota's population by race. It should be mentioned that there are those who believe that this should be our point of reference in setting equitable goals and measuring success or failure at the University.

TABLE II

Minority Populations in Minnesota (1976)

Black	46,300	1.2%
Chicano	49,500*	1.3%
American Indian	45,100	1.1%
Asian American	10,200	.3%
Total Population (Estimate)	3,950,000	

*Does not include an estimated 10,000 – 15,000 migrants.

Table III below shows the pattern of minority enrollment in higher education across the nation.

TABLE III

Estimated Minority Enrollments in U.S. Higher Education

	1970	***		1978	***	
Black Americans	470,000	5.8	11.5%	915,000	8.0%	11.6%
Mexican Americans	50,000	0.6	2.4	115,000	1.0	3.1
Puerto Ricans	20,000	0.3	0.7	60,000	0.5	0.9
Native Americans	4,000	0.9	0.4	20,000	0.3	.5
Sub-Totals	544,000	6.8	15.0	1,110,000	10.7	16.1
All Others	7,506,000	93.2	85.0	10,290,000	89.3	83.9
Totals	8,050,000	100.0%	100.0%	11,400,000	100.0%	100.0%

NOTE: For both 1970 and 1978, these are very rough estimates. Racial and ethnic data, by their very nature, are imprecise. For minority data given above, errors of plus or minus 10 percent are quite possible.

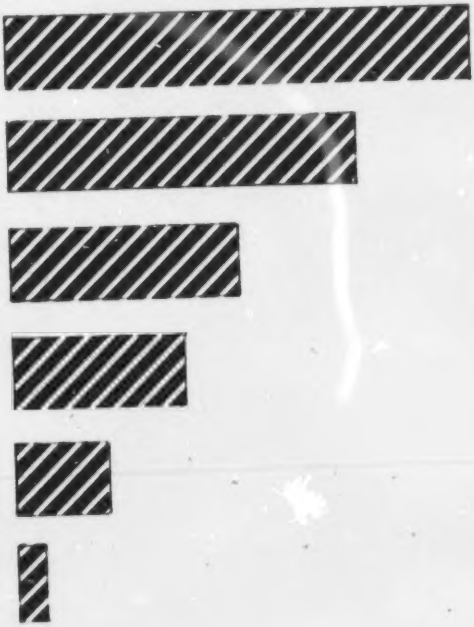
*** Percent of total U.S. population.

The pattern of minority student progress through higher education is outlined in Figure 1 below. Needless to say, we cannot continue in this manner. There is a need to respond affirmatively.

FIGURE 1

ESTIMATED PATTERN OF MINORITY PROGRESS THROUGH U.S. HIGHER EDUCATION IN 1978

Black Americans, Mexican Americans, Puerto Ricans, and Native Americans combined constitute the following percentages of national totals:


16% of the U.S. Population
12% of those entering college
8% of all recipients of the Associate Degree
6% of all recipients of the Baccalaureate Degree
3% of all recipients of the Master's Degree
1% of all recipients of the J.D., M.D., and Ph.D.

IV. FINANCIAL PROBLEMS

"Once you are offered money, you want to make the best decision you can. To do this you must know something about the sources of money, its stability and reliability, what it costs you, and whether there is a better way."

Walker and Beach, 1976

The financing of higher education for minority students in this society is somewhat unique and definitely problematic for a variety of reasons. Of major importance is the observation that the basic assumptions that govern the establishment and administration of most financial aid programs (public and private, local, state, federal) are inappropriate and inconsistent with the realities of minoritization.

To illustrate this point, the traditional financial aid package provided for a significant number of minority students at the University of Minnesota and around the country usually takes into consideration only 80 percent of the financial need of the student. For the average white middle class student this type of arrangement does not cause major hardship because the remaining 20 percent of total need can be easily absorbed by the student and/or the family. It is (implicitly and explicitly) assumed that this model for financing the majority student's education is an appropriate one for minority students as well.

From the minority perspective, this is a model for defeat because the average non-white family with two working adults only earns 67 to 73 percent of what a white family with one working adult earns.[5] Furthermore, the unemployment rate among minority youth (16 to 25 years of age) can range from 25 to 70 percent in some urban areas.

Besides the obvious deficits in the earning powers between the white and non-white communities, there are other compelling reasons why we need to reassess the financing of minority higher education. One such reason has to do with the psychological impact that historical financial insecurity can have on educational motivation and aspirations of minority students. Social scientists and educators have known for years that there exists a delicate balance between one's expectations and performance. In other words, the economically depressed (Black) family cannot (generally) provide the necessary encouragement and support for its members to contemplate realistically the expenses of higher education. Yet this is the segment of the Black (minority) community that needs higher education most.

In a recent article, Crosby (1977) commented that, throughout the ages, education has been considered the appropriate mechanism for improving the

---

[5] R. Hill, *The Strengths of Black Families*, The Urban League, Washington, D.C., 1973.

individual and society. Through the higher education process mankind has been able to maintain its link with the past, to understand the present, and to prepare for the future. Black Americans throughout their history in this country have held an uncompromising faith in the value of education. We have believed that through this process the ideals of Justice, Freedom, Liberty, and Equality/equity could be achieved. Yet, it was the desire and attempt to exercise this privilege (of obtaining an education) that has brought the most violent reactions and blatant denials. In this regard, the history of Black Americans' educational aspirations is an interesting combination of encouragements, disappointments, suppression, contradictions, and paradoxes – and the struggle goes on.[6]

Notwithstanding, the lack of money in the pockets of minority families continues to be the single most pervasive obstacle to educational attainment. And this seems to be particularly true among minorities at the traditionally white campuses. Accordingly, the Office for Minority and Special Student Affairs is continuously prodding the various departmental units at the University of Minnesota to give immediate attention and consideration to this problem. It is believed by some that there is conspicuous absence of minority students among the recipients of University scholarships and other forms of preferred financial aid packages. Furthermore, there is a need to negotiate for resources external to the University to help us develop a scholarship pool whereby the remaining 20 percent need of most of our students can be met. It does little good to have 80 percent of your educational expenses paid when there is an all or none demand. It is an *all* or *nothing* proposition; you either have the money or you don't. More and more we are convinced that a significantly large number of the minority student population drop out because they cannot come up with a relatively small portion of their expenses. This ought not be the case. Each student in America who has the ability to pursue a college degree ought to be able to do so without being thwarted by inadequate finances.

---

[6] Jerry Crosby, *Negro Educational Review*, Vol. XXVII, Nos. 3 & 4, 1976.

V. ORGANIZATIONAL RESPONSE – ASSUMPTIONS AND LIMITATIONS

"The true potential of minority and disadvantaged students can only be accurately assessed and demonstrated upon the removal of traditional barriers (real and imagined) that have effectively compromised their dignity and motivation to succeed."

Phillip Carey, 197

The Office for Minority and Special Student Affairs was established in December 1977 as a direct response by the University of Minnesota to the alarmingly low participation and graduation rates among minority students despite the investment of significant amounts of resources. It should be noted that the University's decision emanated from several University Task Forces appointed to study the problems and conditions associated with the unacceptable success rates of minority students. All of the Task Forces emphasized (1) that there should be greater coordination and efficiency of the minority and special students' supportive services system throughout the University, and (2) the need for establishing an appropriate administrative unit to implement the much needed coordination.

In the reorganization/restructuring towards the successful education of minority and special students at the University of Minnesota, we are governed by six basic assumptions:

1. The process of recruiting and retaining minority and special students at the University is primarily an academic phenomenon, and hence an academic responsibility. The qualitative nature of the interactions between teacher and student is usually the most important factor in the retention or loss of a student.
2. Recruitment and retention are two phases/aspects of a unitary process matriculation. Because they are inseparable and interdependent, programmatic attempts to significantly alter them must reflect this construction.
3. There is a predictable relationship between organizational structure (form) and the quality of the organizational functions (content). This relationship is inherently interdependent and should not be ignored when programming for disadvantaged people.
4. The fundamental weakness and problem faced in educating the disadvantaged student on the large, predominantly white campus evolves around traditional faculty reward systems. These systems reward faculty for "research" and "publication" and not for efforts in assisting students. The general orientation of these systems usually does not encourage faculty (academia) assistance of the disadvantaged student.

5. That the heretofore unit-by-unit, campus-by-campus, decentralized approach to minority supportive services has been less than successful. Given the historical, socio-economic, psycho-educational nature of the problem, only a system-wide comprehensive program will be successful if properly financed, staffed and administered.
6. That the problems involved in the low success rates among minority and and special students are complex and stubborn; only an equally complex compensatory system imbued with the appropriate authority and control will succeed at the University of Minnesota.

Organizational Structures of Minority Support Services

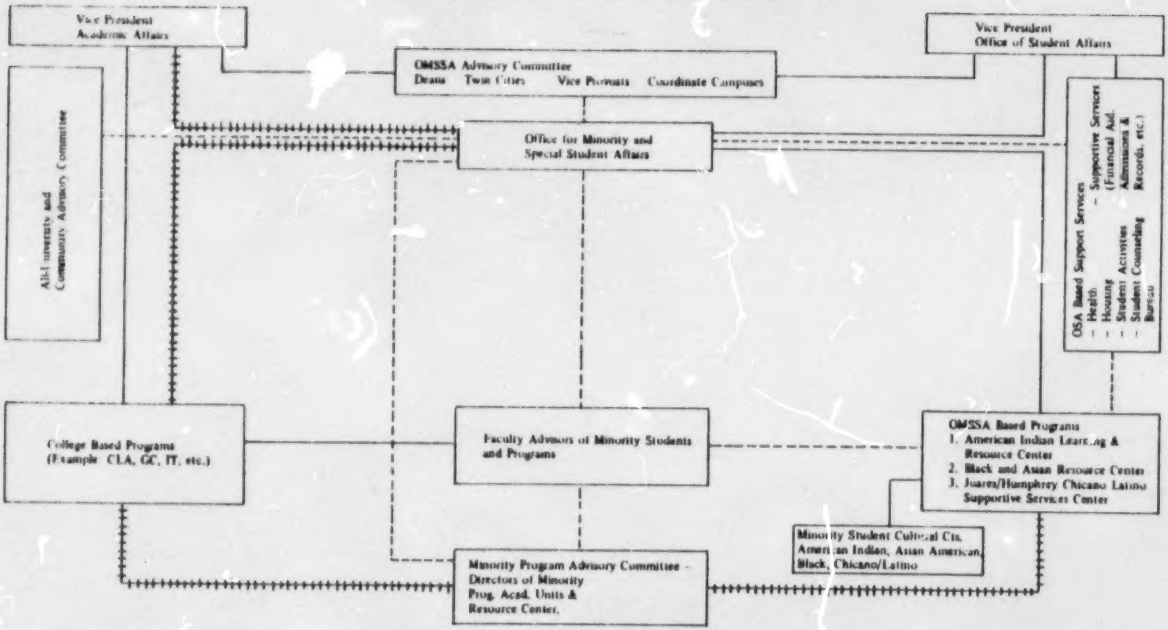
In order to increase the effectiveness and more successfully meet the challenges with which we are faced, it is imperative that the organization of academic, financial, social, counseling and other supportive services be made more relevant to the needs of the individual.

After all, we do not lead compartmentalized existences. An integrated, holistic approach, therefore, is the best possible way to meet the numerous, frequently critical problems of minority and disadvantaged students. The attached flow chart describes OMSSA's suggested organization of minority supportive services. Please note that the chart is by no means complete and inclusive of all academic and supportive units in the University system. However, it does give a fair understanding of the kind of organization we would like to see effected. It is based on the recommendations of the reorganization/transition committee report (1978).

Central to our approach is facilitating communication and responsiveness of individual units of the University to the needs of its students. For minorities this requires that all units be aware of one another's activities to avoid duplication of effort, waste of resources and working at cross purposes. Of paramount importance is the fact that minority students find no minimum difficulty in identifying a coherent, effective structure which responds to their needs.

Recruitment and retention are inextricably tied and programming efforts must take this into account. In recognition of the over-riding import of the teacher/student relationship in the retention of minority students, OMSSA has assumed the primary responsibility for sensitizing and educating the faculty and other University units about the experiences and concerns of minority/special students. Since recruitment and retention are most frequently academically related, we feel that the major concern for these tasks be within the purview of the professional schools, individual programs and Admissions and Records. The Office for Minority and Special Student Affairs will assist by (1) identifying and recruiting eligible students within and outside the University of Minnesota system, (2) helping in the preparation of grant and research proposals, (3) providing cultural and social support activities, (4) acting as a liaison between students and the various minority programs, (5) facilitating communication between the various minority programs, (6) creating visibility for and familiarizing relevant University units with each other's

PROPOSED ORGANIZATIONAL CHART FOR MINORITY AND SPECIAL STUDENT PROGRAMS WITHIN THE UNIVERSITY OF MINNESOTA STRUCTURE



programs, (7) providing special academic assistance in tutoring, and (8) contributing supplementary financial support.

The chapter that follows is an example of how these philosophical aspirations were transformed into a programmatic scheme to recruit and retain minorities at the University of Minnesota during the summer of 1978.

VI. THE SUMMER OF SEVENTY-EIGHT: A CREATIVE RESPONSE TO MINORITY HIGHER EDUCATION

"Only a fool states the obvious with great fervor and on air of having discovered it. . . The only things I know now are so obvious that an intelligent man would disdain to say them. So obvious that most intelligent men have come to forget them."

Lanza del Vasto, 1974

A successful education has essential ingredients so obvious that their mere mention would appear to be banal. Yet we still flounder in designing and implementing effective comprehensive programs. This paper is a report on the five week long, 1978 Summer Institute conducted by the Office for Minority and Special Student Affairs. The Institute was governed by a simple philosophy which underscored the ability of individuals to succeed provided they were given adequate academic, socio-cultural and financial support. Since the Institute was mainly directed to minority students, who we feel have special needs, a holistic approach to education was emphasized.

While it is recognized that much more must be done to improve the achievement of minorities in education (see, for instance, *National Assessment of Education Progress)* there are few widely tested higher education models which have proven to be effective (Minority Affairs, 1978). Stemming from our extensive experience with minority students, the Summer Institute was formulated in the face of such challenges.

"When the facts come home to roost, let us at least try to make them welcome. Let us not try to escape into some Utopias. . .or sheer follies."

Hannah Arendt

Background Information, OMSSA Summer Institute

The successful matriculation of non-traditional and disadvantaged students through the educational institution requires that programming for these students be designed and implemented only when we understand and accept the fact that the disadvantaged student's relationship to the institution is a tenuous "ecological" system which commands continual support and management. Furthermore successful matriculation requires the immediate understanding that the "non-traditional" and "disadvantaged" student represents the only viable alternative for enrollment increases. But before one can successfully recruit from this new market, some appreciation for their social, economic and psychological condition must be shown. Upon close examination what emerges is an extremely complicated, inter-related network of needs, deprivation, aspirations and underdeveloped skills.

The reflection that overwhelmingly presents itself in the search for an effective retention program effort for these students is that one must be in-

tegrated into established academic units. That is to say these units must demonstrate that they posses the will and the capability to train/educate these students in problem solving skills to be applied to their unique, complicated personal situations. Indeed, breakdown of any unit within the individual student's supportive structure presents itself as a "great equalizer." Critical problems such as lack of money for transportation to class or the unavailability of child care money or facilities are not discriminating. They visit academically achieving as well as under-achieving disadvantaged students. The result, however, is the same: the energy that should be focused toward educational academic goals is diverted to "survival" goals.

The individual student's problem solving experience and, most important, the attitude and philosophy of the advisor, counselor or instructor involved with the student's situation becomes the crucial factor of the "turning around" of the situation, and the redirecting of energies from survival to academic achievement. Solutions must be expedient; consequently, the advocate approach is the most appropriate technique in assisting these students. Advocacy requires defining the problem in itself. Thinking must be adjusted to: "The individual is OK — the situation is not OK." The necessary resources must be found to solve the problem and restore equilibrium. It is only after this short-term crisis intervention occurs that the student's attention can be directed toward long-term special academic and personal counseling necessary for successful matriculation through the educational institution. Because these difficult situations occur frequently and sporadically in the disadvantaged student's educational experience, there must be continual cooperative effort between the academic counseling/advising units and the supportive services units. What may appear as lack of academic effort on the part of the student is only reflective of a much more complex mechanism. A person forced to choose between books and food will choose food. This statement must not be perceived as trite, for it is indicative of the survival decisions that disadvantaged students must make. Individuals interacting with these students at all levels can never afford to forget this if they are to succeed in providing viable educational opportunities for disadvantaged students.

Once a holistic, cooperative effort is firmly established and functioning within the supportive services units, the essential emphasis of the institution — EDUCATION, acquires and maintains its primary position. The unit can then focus on intensive, rigorous academic counseling and skills building directed at students who can comfortably channel their energies toward the academic, knowing that there exist sensitive support systems to teach and assist them in the effective management of their educational experience. This holistic concept provided the framework for the planning of the OMSSA 1978 Summer Institute.

Objectives

The OMSSA Summer Institute was a concentrated retention effort designed to provide the incoming OMSSA students with basic skill building to

better prepare them for the college experience, while at the same time orienting them to the complexities of the university system.

First, the vital components of the program needed to be identified and systematic control and accountability built into the delivery of both the academic and support services. This required coordinating the now existing decentralized services into an operating centralized delivery model. As an effort to utilize all existing resources available at the university, the planning committee was composed of individuals from these various units. Their active involvement in the decision making process increased the cooperative effort from their respective units and their professional expertise contributed to high quality planning. It was within this spirit of cooperation that the 1978 OMSSA Summer Institute was formulated and implemented

The Program

Course Selection and Assignment

In the selection of course offerings emphasis was naturally geared toward math and English for purposes of skill building. Because both General College and College of Liberal Arts students were participating, there was an attempt to offer courses taught by instructors from both colleges. Courses offered were:

GC 1445	Intermediate Algebra
GC 1431-33	Math
Comp 1001	English Composition
GC 1421	Writing Lab
PO 1001	Personal Orientation

It was decided that all students would be required to take Personal Orientation (PO 1001) offered through CLA. This course provides practical assistance in developing efficient study and concentration methods, preparing for examinations, and improving reading skill. It also involves the study of the students' attitudes and motivations and his/her relationship to satisfactory performance.

Also offered was a bilingual/bicultural English composition class that was designed specifically for Asian-American, primarily for the Vietnamese, Cambodian and Chinese students. The class size was purposely limited which promoted a highly cohesive learning situation.

Students' individual test scores and college acceptance were the two main criteria used in class assisgnment. The student was directed toward the area where test scores indicated the most help was needed.

Short planning time made it necessary for a five week program instead of the optimum eight or ten weeks. Because of this factor each student was permitted to concentrate only in one discipline (Math or English) and Personal Orientation

Faculty and Staff Development and Training

Only persons having documented experience in working with disadvantaged students were considered beneficial for employment in the program.

Staff positions in the Summer Institute were as follows:

Administrative Positions

Director
Assistant Director
Secretary
1 Administrative Assistant/Financial Aid Counselor
1 Administrative Assistant/Administration

Academic Positions

1 Math GC 1445 Professor
1 Math GC 1431 Instructor
1 P.O. 1001 Instructor
1 English Composition Instructor
1 Bilingual/Bicultural English Instructor
1 English GC 1421 Instructor
1 Comp. 1001 Writing Lab Instructor

Tutorial

Mathematics Tutor
English Tutor
Bilingual/Bicultural English Assistant

Counseling

2 GC In-Kind Counselors (HELP Center)
3 Day Counselors
1 Evening Counselor
2 Evening Peer Advisors
1 Career Guidance Counselor

When staffing was complete, staff development was begun in an effort to build the foundation for a vital effective network among the staff, faculty and students. It also firmly established the holistic philosophy of the program.

A one-day seminar was conducted which focused on cultural/racial differences in areas of: learning, communicating, perception of the world, goal setting, career choice and other related factors. An experienced consultant was hired as facilitator and minority community and university resource persons were utilized. The charge was – "shared responsibility." Again, it was emphasized that these students can achieve in a supportive, positive setting. Also, an operating counseling/advising network was established.

The student/counselor ratio averaged 12:1. In addition, a supportive counseling unit was established in the dormitory. This unit was physically located, along with a study room/lounge adjacent to the room for accessibility.

The staff and faculty developed a system of immediate intervention. For instance, if a student did not attend class for several periods the counselor was notified and the student was immediately directed to counseling. Attendance was essential so consequently closely monitored. Weekly staff meetings were essential to keep the network functioning. Staff meetings were participatory in nature and generated effective solutions to problems as they arose.

Student Orientation

The orientation process began with recruitment. Initial contact was a personal telephone call to the student. Time was the main reason this approach was used but this personal contact was instrumental in developing student commitment that became immediately apparent. Sixty-five students committed themselves verbally. It was estimated that forty to fifty would actually participate. However, the final number of students was sixty-eight. Because of time constraints (most particularly Financial Aid deadlines), many students who requested involvement were denied.

The students were provided with the actual physical orientation to the University as well as vital information about the system.

Informational seminars offering more specific data and social events were planned. These included:

1. Initial social/informational mixer before the actual Summer Institute began.
2. Financial aid seminars were conducted by a special programs counselor from the Financial Aid Office and the Summer Institute counselor. A separate session was conducted for "heads of families" in conjunction with a welfare advocacy workshop. The HELP Center contributed greatly to this function.
3. Career counseling groups were established to meet on a regular basis. The Stong Campbell inventory was given. Field trips to business companies and a job fair were arranged.
4. On-going "Inner Visions" groups were established. These were primarily support groups.
5. Peer counseling was integrated into the system, primarily directed at the dorm students.
6. Social events were developed with input and direction provided from the students. Some examples are: a bowling league was established, a weekly newsletter was printed, transportation and tickets to plays, concerts and cultural events were provided, and a picnic was held. The final event was the recognition banquet. This attention to the social/cultural environment of the student was instrumental in developing the high motivation that was demonstrated throughout the entire experience.

Centralization of the Delivery of Vital Support Services

From the onset, this centralization model was emphasized. As mentioned previously, it requires the cooperation of the respective units involved. The most vital of these services were as follows:

1. *Financial Aid.* Adequate packages were developed to cover tuition, books, transportation, child care if required, plus incidential expenses. The checks were distributed at the Summer Institute Office, not the Financial Aid Office. When problems occurred, our financial aid staff person worked directly with the Financial Aid Office staff to mediate a solution.
2. *Recruitment.* This was a coordinated effort on the part of the Summer Institute committee and Admission and Records personnel.

3. *Housing.* The Housing Office and the committee developed this system jointly. The students were all assigned rooms on the same floor of Territorial Hall. A study/social lounge and a separate counseling room were established. They were furnished with a television set, pool cues and balls, ping-pong equipment and reference material. One staff person and two peer counselors rotated schedules to provide available staff during the evening (until 11:00 P.M.) and weekends.
4. *Tutoring and Special Counseling.* Tutoring services were set at specific times and locations (i.e., evening, dorm, central office) and were also available by individual appointment. The tutors were also available in the classroom which increased their accessibility and relationship with the student. For more extensive and complicated counseling services, the counseling staff worked closely with counselors from the Student Counseling Bureau.

Accomplishments

Aside from the pre- and post-testing results which provide concrete evidence of accomplishment some special surprises occured:

1. Of the sixty-eight (68) students formally enrolled, only two (2) "dropped out" of active participation. All others participated actively and consistently until completion.
2. Enrollment for the University second Summer Session reached an all-time high, forty-seven (47) more students than last year. Since the Summer Institute's sixty-eight (68) students would not have been enrolled if they had not been specifically recruited to the Summer Institute, we feel our contribution is apparent.
3. All of the participants but seven (7) are registered for higher education Fall quarter.
4. Some individual students showed great improvement in disciplines not studied (some students taking Math improved their English score and vice versa), although as a group there was not significant change. We feel that it was experience of the Summer Institute as a whole that contributed to this factor.

Problems

Problems occurred in the following areas and solutions to those problems have been formulated.

1. Five weeks is not a long enough time, particularly for skill building such as writing. We recommend eight weeks.
2. Registration must be highly structured. Enough time must be allowed. Group registration did not work.
3. More selection of classes must be offered. The students exhibited a much wider range of skills than we were able to adequately provide instruction for.

4. Because we had no control of services provided for Fall Quarter (particularly registration, counselor assignment) continuity was lost. This must be built into the model. The pertinent information acquired during the summer is a valuable counseling tool that must not be lost in transition.

Students' Academic Performance: Grades

The Institute offered three Mathematics courses at different levels. These courses ranged from Basic Mathematics to Intermediate Algebra. In GC 1431 (Basic Mathematics) of the twenty-eight registered, 8 students received A's, 8 students or 28.6% received B's, three or 10.7% earned C's, one student received a D (3.57%), six students received S (Satisfactory) grades (19.71%), and the remaining two students (7.1%) did not have grades assigned (N) at this time. Restricting ourselves to usable grades, the class average was a B grade X = 3.15.

For GC 1432 of the eight persons in the class there (37.5%) earned A's, another three (37.5) earned the grade of B, and two (25%) earned C's. It is worth noting that for these two courses seventeen or 47.2% of those registered earned more than three credits. In the experience of the instructor (who has taught at this university for more than twenty years) this is the first time that more than three percent of his students have earned more than three credits in these courses.

The grades for GC 1433 and 1435 (Intermediate Mathematics) show one In complete (9.09%), student dropped out, four A's (36.36%), four B's (36.36%), and two C's (18.18%). The class mean grade was a B (3.2).

Of the nine students taking English Composition GC 1421 one received an A, two received B's, four received C's and two received Incomplete. The grades for Composition 1-001 show two B's and three Incompletes for this class of five students. Of the three English courses the Bilingual/Bicultural Composition class for Asian students has the most impressive results - all students performed satisfactorily (grade S).

Pre- and Post-Testing

In addition to monitoring in class performance, we thought it may prove instructive to assess the status and progress of Summer Institute students using standardized instruments. After a consideration of alternative measures, the McGraw-Hill Basic Skills System (MHBSS) was selected. The strengths of this approach are that (i) it allows for standardized pre- and post- instruction testing, (ii) it provides a comparison of an individual's performance relative to a national reference group of freshmen (and a few sophomores) in four-year colleges or universities,[7] (iii) it is designed to measure students' understanding of written English and Mathematics and (iv) the tests rather specifically identify students' strengths and weaknesses and are helpful for selecting courses appropriate to individual needs.

[7] For further information on the national reference groups, see Alton L. Raygor, (ed), *Writing Test Examiners Manual* and *Mathematics Test Examiners Manual* (Monterey, CA: McGraw-Hill, 1970).

Two tests (writing and mathematics) were selected from the McGraw-Hill Basic Skills System. Each student was encouraged to take both tests. The writing test measures the student's skills in written communication. The test is divided into three parts: Language Mechanics, Sentence Patterns, and Paragraph Patterns. The Mathematics test is aimed at measuring the students' general level of competence in mathematics that is prerequisite to participating in college level mathematics courses. The three areas covered on the test are Arithmetic, Fundamentals of Elementary Algebra, and Fundamentals of Intermediate Algebra.

Evaluation of student performance allows for a distinction on several different variables in the testing process. Specifically, we have collected data on a) students' raw scores for each of the three parts of both tests, b) total raw scores indicating students' performance over the entire test, c) standardized scores on the overall performance of students, and d) student's percentile rank on each test relative to a national sample of incoming freshmen to four year colleges. What follows is a summary of the major findings on the pre- and post-testing.

Since the Summer Institute was restricted to a five week period of intensive instruction, students were confined to taking two out of the three types of course offerings. Each student took *either* a Math or English course while all but eleven of the students took a course in Personal Orientation. Course offerings were dictated by the objectives of the Summer Institute. You may recall that the Institute was intended to provide incoming minority and disadvantaged freshmen with a) a basic preparation in Mathematics and English essential for success at the university, b) a personalized orientation to the university, and c) preparation in the rudiments for successful academic planning in their education within the University of Minnesota. The Institute had an intake of sixty-eight (68) students from unusually diverse cultural, racial, educational and social-economic backgrounds. Three main types of courses were offered. These included. 1) personal orientation – a course dealing with techniques for improving academic discipline, identifying career opportunities and some rudiments in reading, 2) at least three math sections which ranged from basic mathematics to intermediate algebra, 3) three different English courses directed to the English language needs of the students. It should be noted that one of the English language courses was specifically designed for bicultural and bilingual Asian American populations. Enrollment in this course was made up primarily from students of Vietnamese and Cambodian extractions.

Results

Due to the shortage of teaching time, pre- and post-testing were conducted outside of the class. Consequently, out of the total population of sixty-eight, we received complete pre- and post- Summer Institute test results for fifty-five students representing eighty-one percent (81%) of the total population. We think

that the test results of the sample are representative of the performance of the total population.

Overall it is evident that Summer Institute students benefited substantially from their participation in the program. Generally it may be observed that students taking Mathematics courses improved significantly in their mathematical ability but witnessed no significant change in their English post-test scores. Students taking English courses, on the other hand, performed substantially better on their English post-test results relative to their pre-test scores, but exhibited substantial change on the Mathematics tests. Using the T-Test for the difference of Means of the *Statistical Package for the Social Sciences* our analysis provided the following results.[8]

The sample thirty-five (35) students taking mathematics courses had pre-test mathematics mean percentile ranks relative to a 1968-70 sample of incoming freshmen to four year colleges of 19.37%. Upon conclusion of the Summer Institute their mean percentile rank increased to 35.2%. This relationship had a T value of 5.28 and was significant ($p \leq .001$). In other words, we may say that this 81.72% improvement from the pre-to the post-test is unlikely to have occurred by chance.[9] It should be noted that while these students on the average are still slightly below the reference group average, they had upon completion of the institute made a substantial movement toward parity with the National Sample (which incidentally is itself likely to have exhibited some decline in performance since 1968-70 for Mathematics and Writing).[10] An

---

[8] For a complete explanation of this statistical procedure see Norman H. Nie et. al., SPSS: *Statistical Package for the Social Science*, (New York: McGraw-Hill, 1970), pp. 267-275.

[9] Since statistical significance is at least partially a function of subjective decision, we have here reported each p value and tried to be conservative in setting significance levels. For a further discussion of statistical significance, Dennis G. Palumbo, *Statistics in Political and Behavioral Science* (New York: Columbia University Press).

[10] See *Focus: The Concern for Writing* (Princeton: The Educational Testing Service, 1978). Some excerpts from this bulletin illustrate this point.

"Verbal scores on the Scholastic Aptitude Test have declined 49 points (on a 600 point scale) between 1963 and 1977.

The National Assessment of Education Progress has reported that 17 year-olds' command of the mechanics of writing declined between 1970 and 1974, and that only half of them could organize their ideas on paper.

At the University of California at Berkley, where students come from the top eighth of California high school graduates, nearly half the freshmen in recent years have been so deficient in writing ability that they needed a remedial course they themselves call 'bonehead English'.

Although most of City College of New York's freshmen had at least an 80 high school average, a third of the open-admissions freshmen lacked even basic literary and only one-third was ready for college level English. In all, nearly 90 percent of CCNY's students took some form of remedial writing instruction.

Yale, Cornell, Brown, Stanford, the University of Colorado, the University of Wisconsin, University of Illinois, Keene State College in New Hampshire, Simmons College and countless other institutions have introduced some form of basic writing instruction in the past few years." (pp. 1-3).

estimation of the three separate parts of the Mathematics test, i.e. Arithmetic, Fundamentals of Elementary Algebra and Fundamentals of Intermediate Algebra, shows that these students improved on their pre-test scores for each part by 31.9%, 51.08%, and 71.76% respectively.

It should be noted that while the mathematics students did not show significant improvements in their overall English scores and on the Sentence and Paragraph Patterns sections, they did significantly improve their Language Mechanics by 17.3%.

The sample of twenty students taking English courses had a pre-test mean percentile rank relative to a 1968-70 National Sample of incoming freshmen of 27.05%. On completion of the Summer Institute their ranks improved to the 40.31 percentile. This 44.26% improvement over their pre-test rank puts them close to the probably current national norm. A breakdown of the pre- and post- English results shows that improvement was mainly concentrated in the first part of the test, Language Mechanics, where there was a positive change of 33.33%. As expected, there was no comparable statistically significant improvement in the second and third parts of the test, i.e., Sentence and Paragraph Patterns. This result is hardly surprising since five weeks may be too short to effect substantial changes in the later two categories.

The staff of the Office of Minority and Special Student Affairs, after some tentative examination of the special needs of the Vietnamese and other Indo-Asian students, thought it may be advantageous to conduct a special class specifically tailored to the needs of this population. As a consequence, a bilingual/bicultural course was designed. The results from this course border on overshadowing the substantial gains made by the other classes. Upon enrollment in the Summer Institute these students scored in the twenty-first percentile (21%) of the National Sample of incoming freshmen. After conclusion of the Institute they increased their national percentile rank three-fold to the sixty-first percentile (61%). These students who had entered the program with English scores well below the national norm improved after five weeks to substantially above that norm – two-hundred and ninty percent. This improvement with a T value of 4.32 was statistically significant ($p \leq .005$). An examination of the results on the three parts of the test shows raw score improvements of 50% in Language Mechanics, 53% in Sentence Patterns and 30.19% improvement in Paragraph Patterns.

Conslusions and Recommendations

From an examination of the preceding results it is evident that the Summer Institute was very successful. The pre- and post-test information coupled with class grades, teacher and counselor evaluations and the reactions of the students themselves provides rather hefty evidence requiring further scrutiny. Recognizing the weight and direction of the evidence, it would be prudent to outline some implications of our findings.

1. It should be noted that the student enrollment for the Summer

Institute was generated within three weeks. The obvious enthusiasm of the students to enroll together with their high motivation and success indicates that there is an available, substantially untapped, minority student population which should and can be encouraged to attend the University. While universities and other higher education institutions only slowly begin to recognize the inevitable enrollment declines of traditional students in the next decade, the higher educa- of most minority, women and other disadvantaged people remains crucial and problematical. To illustrate, 1976 national statistics show that while the difference between majority/minority high school completion rates is approximately twenty percent (20%), comparable differences for college completion are approximately seventy-five percent (see Appendix tables 1 and 2 for details). Given the drop in post World War II majority births, a relatively constant minority birth rate, the high unemployment of minority youth (see Appendix tables 3 and 4) and its attached socio-economic opportunity costs, it is prudent for us to pay attention to the demographic changes that are occurring. In other words, apart from the moral commitment to equal opportunity it would be foolhardy for the University of Minnesota, along with the other American Universities, to ignore the possibilities of increasing or maintaining its enrollments by tapping this segment of our society. Contrary to what is frequently heard, enrollment declines need not be inevitable if the University pays proper attention to demographic statistics and cements its growing, though still inadequate, attention to minority needs.

2. It is apparent from these data that a committed, holistic approach to minority education can work. With close cooperation, dedication and careful monitoring of students' performance, attrition can be substantially reduced. Amongst the merits of a holistic organizational approach are the facilities it affords for the collection of valuable information on students' academic progress, financial, psychological, social and cultural needs. As problems arise they can be quickly recognized and attended to. Of the sixty-eight (68) students originally enrolled in the Summer Institute fifty (50) have returned to the Twin Cities campus, seven (7) have returned to the University's Morris campus, two (2) have gone to the University of Washington to continue their educations (they were accepted there prior to participation in the Summer Institute), one student dropped out during the Institute and the remaining seven (7) have, to our knowledge, nor returned. The statistics (not including the Washington transfer students) show that 89.38 of the original Summer Institute participants returned to the University of Minnesota.
3. The Summer Institute was too short. The instructors, students, advisors, counselors and administrative staff all agree that five weeks is insufficient time to adequately meet students' needs. For English, in particular, it appears that a much longer period of instruction is necessary.

4. Some students appear to require instruction in both English and Mathematics. As previously set up, the Institute could only accommodate those students with one of these courses. Given such situations, we recommend that future participants be given the opportunity of studying both English and Mathematics.
5. The amazing results of the bilingual/bicultural class for Asian students warrants its inclusion in a regular curriculum. Given the success of this pilot attempt, it may be worthwhile to try a similar model for Spanish speaking students.
6. The basic assumptions of philosophical assertions of the Office for Minority and Special Student Affairs have proven to be realistic and correct. The university needs to give serious thought to expanding the OMSSA's power base. There seems to be a very definite need for organizational restructuring which will give OMSSA more legitimacy in academia.

APPENDIX

TABLE 1
High School Completion

	Raw Measure[a]			Social Indicator Values (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males	b	b	b			
American Indian/Alaskan Native	33	58	70	.48	.70	.80*
Blacks	41	59	74	.59	.71	.85
Mexican Americans	34	55	64	.49	.66	.74
Japanese Americans	89	94	98	1.29	1.13	1.13
Chinese Americans	84	90	88(ns)	1.22	1.08	1.01
Philipino Americans	81	77	81(ns)	1.17	.93	.93
Puerto Ricans	24	44	68	.35	.53	.78
Majority	69(ns)	83(ns)	87(ns)	1.00	1.00	1.00
Females	b	b	b			
American Indian/Alaskan Native	29	56	58	.42	.67	.67
Blacks	42	62	74	.61	.75	.85
Mexican Americans	35	51	58	.51	.61	.67
Japanese Americans	84	94	99	1.22	1.13	1.14
Chinese Americans	82	88	90(ns)	1.19	1.06	1.03
Philipino Americans	76(ns)	84(ns)	78	1.10	1.01	.90
Puerto Ricans	24	42	60	.35	.51	.69
Majority	70(ns)	82(ns)	86(ns)	1.01	.99	.99

---

a The percentage of persons from 20 to 24 years of age who have completed 12 or more years of school.

b The difference between this value and the majority benchmark is statistically significant at the 0.10 level.

(ns) Indicates not significant.

* This can be interpreted as follows: "in 1976 the high school completion rate for American Indian and Alaskan Native males was 80 percent of (or 20 percent below) the completion rate for majority males."

Source: Social Indicators of Equality for Minorities and Women, August 1978
A Report of the United States Commission on Civil Rights

TABLE 2
College Completion

	Raw Measure[a]			Social Indicator Values (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males	b	b	b			
American Indian/Alaskan Native	03	08	08	.15	.36	.24*
Blacks	04	06	11	.20	.27	.32
Mexican Americans	04	05	11	.20	.23	.32
Japanese Americans	35	39	53	1.75	1.77	1.56
Chinese Americans	49	58	60	2.45	2.64	1.76
Philipino Americans	19(ns)	28	34(ns)	.95	1.27	1.00
Puerto Ricans	04	04	06	.20	.18	.18
Majority	20(ns)	22(ns)	34(ns)	1.00	1.00	1.00
Females	b	b	b			
American Indian/Alaskan Native	02	05	04	.10	.23	.12
Blacks	06	08	11	.30	.36	.32
Mexican Americans	02	03	05	.10	.14	.15
Japanese Americans	13	31	35(ns)	1.30	1.91	1.29
Chinese Americans	26(ns)	42	44	1.30	1.91	1.29
Philipino Americans	16(ns)	50	51	.80	2.27	1.50
Puerto Ricans	01	03	04	.05	.14	.65
Majority	09	14	22	.45	.64	.65

a The percentage of persons from 25 to 29 years of age who have completed at least 4 years of college.

b The difference between this value and the majority benchmark is statistically significant at the 0.10 level.

(ns) Indicates not significant.

* This can be interpreted as follows: "In 1976 the college completion rate for American Indian and Alaskan Native males was 24 percent of (or 76 percent below) the rate for majority males."

Source: Social Indicators of Equality for Minorities and Women, August 1978
A Report of the United States Commission on Civil Rights

TABLE 3
Unemployment

	Raw Measure[a]			Social Indicator Values (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males	b	b	b			
American Indian/Alaskan Native	16.4	10.9	12.2	3.46	3.03	2.07*
Blacks	8.6	7.1	15.9	1.83	1.97	2.69
Mexican Americans	8.1	6.4	11.1	1.72	1.78	1.88
Japanese Americans	2.4	1.8	2.9	.52	.50	.49
Chinese Americans	3.6(ns)	3.7(ns)	7.2(ns)	.77	1.03	1.22
Philipino Americans	4.9(ns)	5.4	5.6	1.04	1.50	.95
Puerto Ricans	8.8	6.3	16.3	1.87	1.75	2.76
Majority	4.7(ns)	3.6(ns)	5.9(ns)	1.00	1.00	1.00
Females	b	b	b			
American Indian/Alaskan Native	11.9	10.9	15.6	2.53	3.03	2.64
Blacks	9.0	8.4	18.9	1.91	2.33	3.20
Mexican Americans	9.6	9.1	14.9	2.04	2.53	2.52
Japanese Americans	3.2	3.2(ns)	3.8	.68	.89	.64
Chinese Americans	3.4(ns)	4.0(ns)	6.6(ns)	.72	1.11	1.12
Philipino Americans	18.7	5.1	6.0(ns)	3.98	1.42	1.02
Puerto Ricans	11.1	9.3	22.3	2.36	2.58	3.78
Majority	4.7(ns)	5.0	8.7	1.00	1.39	1.47

a The percent of the labor force 15 years of age and older who were out of work and actively seeking work.

b The difference between this value and the majority benchmark is statistically significant at the 0.10 level.

(ns) Indicates not significant.

* This can be interpreted as follows: "In 1976 the American Indian and Alaskan Native male unemployment rate was 2.07 times as high as the rate of majority males."

Source: Social Indicators of Equality for Minorities and Women, August 1978
A Report of the United States Commission on Civil Rights

TABLE 4
Teenage Unemployment

	Raw Measure[a]			Social Indicator Values (Ratios of raw measures to the majority male population)		
	1960	1970	1976	1960	1970	1976
Males	b	b	b			
American Indian/Alaskan Native	16.9	18.4	34.9	3.60	5.11	5.92*
Blacks	12.1	20.5	47.8	2.57	5.70	8.10
Mexican Americans	14.4	14.8	24.3	3.06	4.11	4.12
Japanese Americans	7.0(ns)	8.1	13.7	1.49	2.25	2.32
Chinese Americans	N.A.c	8.6	N.A.	N.A.	2.39	N.A.
Philipino Americans	N.A.	18.2	22.1	N.A.	5.06	3.75
Puerto Ricans	14.8	17.9	55.2	3.15	4.97	9.36
Majority (teenage)	9.8	10.6	15.0	2.09	2.94	2.54
Majoity Total	4.7(ns)	3.6(ns)	5.9(ns)	1.00	1.00	1.00
Females	b	b	b			
American Indian/Alaskan Native	20.9	17.8	36.0	4.45	4.94	6.10
Blacks	18.8	24.6	51.3	4.00	6.83	8.69
Mexican Americans	12.5	16.7	27.1	2.66	4.64	4.59
Japanese Americans	8.6(ns)	8.2	9.9(ns)	1.83	2.28	1.68
Chinese Americans	N.A.	5.6(ns)	N.A.	N.A.	1.56	N.A.
Philipino Americans	N.A.	5.7(ns)	24.3	N.A.	1.58	4.12
Puerto Ricans	11.0	16.8	38.2	2.34	4.67	6.47
Majority (teenage)	2.9(ns)	10.9	19.2	.62	3.03	3.25

a The percent of the labor force from 16 to 19 years of age who were out of work and actively seeking work.

b The difference between this value and the majority benchmark is statistically significant at the 0.10 level.

(ns) Indicates not significant

c NA indicates that a value was not available due to an insufficient sample size.

* This can be interpreted as follows: "In 1976 the American Indian and Alaskan Native male teenage unemployment rate was 5.92 times the majority male total unemployment rate."

Source: Social Indicators of Equality for Minorities and Women, August 1978
A Report of the United States Commission on Civil Rights

REFERENCES

C.E. Babbit. "Alienation in Higher Education . . .," Southwestern Sociological Association Meeting, Dallas, Texas, March, 1974.

J. Cochran. *Today's Education*, Volume 58, 1969.

Jerry Crosby. *Negro Educational Review*, Volume XXVII, Nubers 3 and 4, 1978.

J.S. Davis. Unpublished Doctoral Dissertation, University of Missouri, 1973.

Del visto, Hanza. *Principles and Precepts of the Return to the Obvious* (New York: Schocken Books), 1974.

R. Hill. *The Strengths of Black Families*, The Urban League, Washington, D.C., 1973.

Minority Affairs: School Board News and Views About the Education to Minorities, Spring 1978.

H. H. Morgan. *Journal of Consulting Psychology*, Volume 16, 1952.

National Assessment of Education Progress (Denver: Education Commission of the States).

A. Pifer. *The Higher Education of Blacks in the U.S.*, South African Institute of Race Relations, August, 1973.

Phillip Carey. *White Racism and Black Higher Education*, College and Univ. Press, Washington D.C., 1976.

———. "Training Minority Sociologists," *Footnotes*, The American Sociological Assoc., Washington, D.C., (April) 1978.

———. "Crisis in the Environment: A Black Perspective", *American Journal of Economics and Sociology*, Vol. 36, #3 (July) 1977.

P. Carey, M. Patton, S. McLaughlin, M. Tabakoliyazdi. "Selection without Discrimination: An Analysis of the ASA Minority Fellowship Program", *Sociology of Education*, 1977; Volume 42 (April): 144-150.

SUGGESTED READINGS

Anderson, Margaret. *The Children of the South.* New York: Farrar, Strauss and Geroux, 1966.

Ashmore, Harry S. *The Negro and the Schools.* Chapel Hill, NC: University of North Carolina Press, 1974.

Barnes, Edward J. "The Black Community and Black Students in White College and Universities." In Black Students in White Schools, pp. 60-73. Edited by Edgar A. Epps. Columbus, OH: Wadsworth Publishing Company, Inc., 1972.

Bennett, Lerone. "A Black Agenda for the Seventies." Race Relations Reporter 3 (January 1972): 13-14.

Blassingame, John W. *New Perspective on Black Studies.* Urbana, IL: University of Illinois Press, 1971.

Bond, Horace M. *Education of the Negro in the American Social Order.* New York: Prentice-Hall, 1934.

Boone, William H. "Problems of Adjustment of Negro Students at White Schools." Journal of Negro Education 2 (1942): 483.

Bowles, Frank, and DeCosta, Frank. *Between Two Worlds: A Profile of Negro Higher Education.* New York: McGraw-Hill Book Company, 1971.

Brubacher, John S., and Rudy, Willis. *Higher Education in Transition.* New York: Harper and Row, 1968.

Butts, Hugh F. "White Racism: Its Origins, Institutions, and the Implications for Professional Practice in Mental Health." The International Journal of Psychiatry 8 (December 1969): 919-928.

Carey, Phillip. "Engineering in Black and White." OSU Engineering Newsletter, no. 3, November 1973, p. 3.

——— *White Racism and Black Higher Education: Perspective and Research* College and University Press, Washington, D.C. 1976.

———. "Social and Professional Responsibility of Engineering Education to the Black Community." Paper presented at the American Association of Engineering Education, Region IV, Wichita, Kansas, 1974.

Clark, K. B., and Clark, M. P. "Emotional Factors in Racial Identification and Preference in Negro Children." Journal of Negro Education 19 (1950): 341-350.

Cross, K. Patrick. *Beyond the Open Door.* San Francisco: Jossey-Bass, Inc., 1971.

Crossland, F. E. *Minority Access to College.* New York: Schocken Books, 1971.

Davis, Joseph S. "The Effects of an Enriched Summer Program and Prior Experience with White Persons on Academic Success of Incoming Black Students and Continuing Effects in the Following Semester." Ph.D. dissertation, University of Missouri-Columbia, 1973.

Davis, S. C.; Loeb, J. W.; and Robinson, L. A. "A Comparison of Characteristics of Negro and White College Freshman Classmates." Journal of Negro Education 39 (1970): 359-366.

Egerton, John. *Higher Education for "High Risk" Students.* Atlanta: Southern Education Foundation, 1969.

Ekberg, D., and Ury, C. "Education for What?" *Journal of Negro Education* 37 (1968): 15-22.

Epps, Edgar A., ed. *Black Students in White Schools.* Columbus, OH: Wadsworth Publishing Company, Inc., 1972.

Griffin, John A. *The SEF Report.* Atlanta: Southern Education Foundation, Inc., 1975.

Hall, Laurence. *New Colleges for New Students.* New York: Jossey-Bass, Inc., 1974.

Hamachek, Don E. *Encounters with the Self.* Chicago: Holt, Rinehart, and Winston, Inc., 1971.

Harding, Vincent. "New Creation or Familiar Death: An Open Letter to Black Students in the North." Negro Digest 28 (March 1969): 5-14.

Harper, Frederick. "Black Revolt on the White Campus." Journal of College Student Personnel 10 (1969): 291-295.

Hedegard, James M. "Experiences of Black College Students at Predominantly White Institutions." In Black Studies in White Schools, ed. Edgar A. Epps. Columbus, OH: Wadsworth Publishing Company, Inc., 1972.

Hodgson, Godfrey. "Do Schools Make a Difference?" The Atlantic Monthly 232 (March 1973): 35-46.

Hulliary, W. E. "Race, Deprivation, and Adolescent Self-Images." Social Science Quarterly 56 (June 1976): 105-114.

Magarrell, Jack. "Black Enrollment Rising Again." Chronicle of Higher Education 10 (March 1975): 1, 3.

Olsen, Marvin E. *The Process of Social Organization.* New York: Holt, Rinehart and Winston, Inc., 1968.

Pifer, Alan. "The Higher Education of Blacks in the United States." Paper presented at the South African Institute of Race Relations, South Africa, August 1973.

———. *The Higher Education of Blacks in the United States.* New York: Carnegie Corporation, 1973.

Seabring, Paul. "HEW and the Universities." Commentary 53 (February 1973): 38-39.

Smith, Stan J. "Needed: A Ten-fold Increase of Minority Engineering Graduates." Address to the Engineering Education Conference, Crotonville, NY, 25 July 1972.

Southern Education Foundation. *Ending Discrimination in Higher Education: A Report from Ten States.* Atlanta: Southern Education Foundation, 1974.

U. S. Commission on Civil Rights. *Racism in America and How to Combat It.* Washington, DC: Government Printing Office, 1970.

U. S. Department of Health, Education and Welfare. *Equality of Educational Opportunity,* by J. S. Coleman and others. Washington, DC: Government Printing Office, 1966.

———. *State-wide Planning in Higher Education,* by Kent D. Halstead. Washington, DC: Government Printing Office, 1974.

———. Office of Education, Institute of International Education. *Open Doors* 1974. Washington, DC: Government Printing Office, 1975.

Wattenberg, B. J., and Scammon, R. M. "Black Progress and Liberal Rhetoric." Commentary (April 1973): 5, 36-44.

Willie, Charles V., and McCord, Arline S. *Black Studies at White Colleges.* New York: Praeger Publishers, 1973.

Wilson, William J. "The Quest for Meaningful Black Experience on White Campuses," in *Black Students in White Schools,* ed. Edgar A. Epps. Columbus, OH: Wadsworth Publishing Company, Inc., 1972.

ABOUT THE AUTHORS

Dr. Phillip Carey

Coordinator and the founding administrator – Office for Minority and Special Student Affairs; he also holds the rank of Associate Professor. Dr. Carey received his Ph.D. in Sociology at Oklahoma State University in 1975; his areas of concentration include – Sociology of Higher Education, Social Psychology and Race Relations/Ethnic Studies. He has numerous articles and publications in the area of Higher Education of Minorities.

Dr. Baldave Singh

Director of Program Development and Research in the Office for Minority and Special Student Affairs. Dr. Singh received his Ph.D. from the Graduate School of International Studies, University of Denver in 1977; areas of concentration include – Comparative Politics & Sociology, Comparative Ethnic and Race Relations, International Relations. He has a strong research background at the University of Minnesota,. University of Denver and Illinois State University, and has publications on Global Inequality, Studies in Race and Nations.

Shirlee Stone Smith

Assistant Director, Office for Minority and Special Student Affairs, is the Director Summer Institute and Supportive Services. She received her BS from the University of Minnesota in Communications and Business. She was responsible for the planning, organizing and administering the Summer Institute, 1978.

Luther Darville

Associate Administrator, Office for Minority and Special Student Affairs. Received his BA in Economics from Oklahoma State University and is currently an MBA candidate.

Al Mariam

Research Assistant, Office for Minority Special Student Affairs. Doing doctoral level graduate work in the Department of Political Science.